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| Portfolio Components | | Reviewers: |
| **General Requirements** |  |  |
| Overall | Portfolio is submitted every third year, or when requesting promotion. Portfolio should include a collection of material depicting the nature and quality of candidate’s teaching and students’ learning. | Use the framing statements to understand the case developed by the candidate. Review should indicate sources of evidence on which the evaluation is based. (Personnel Committees review fixed term portfolios when candidates request promotion.) |
| Curriculum Vita/Resume | Provide a current curriculum vita. |  |
| Previous Review recommendations | Include all previous personnel review recommendations made during career at EOU (CPC, FPC, Dean, Provost, President) |  |
| **Instruction** |  |  |
| Framing statement should provide reflective statement on: | The framing statement describes the candidate’s teaching roles and responsibilities along with reflective statement describing teaching philosophy and instructional strategies, and reflection on syllabi, assessments, interaction with students and evaluations. See handbook for additional elements to be addressed. | Consider how candidates demonstrate the characteristics of effective teaching. Clear documentation of diligence in the teaching role should be evident. |
| Course Syllabi | Include At least 3 representative syllabi from past two years including all level of courses as applicable to be evaluated using criteria stated in the handbook. | Consider criteria as outlined in the handbook |
| Sample Assessments | Include a set of assessments utilized in each course, to be evaluated using criteria stated in the handbook. | Consider criteria as described in the handbook |
| Sample faculty-student interaction | Candidate submits representative sampling of email logs, discussion interaction, assignment feedback or other documentation of interaction with students. | Evaluate using criteria outlined in the handbook. |
| Evaluations | Include university approved student evaluations from all courses with enrollments of 3+ students from every academic term; may be supplemented with evaluations designed by instructor. | Consider evaluations in context of response rate. |
| Promotion |  |  |
|  | A case for promotion must be built on special qualities over and above basic competence, which so distinguish the candidate and justify his or her promotion. See handbook for criteria for promotion from Instructor to Senior Instructor I and from Senior Instructor I to Senior Instructor II. | Refer to handbook criteria upon evaluation. |